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ABSTRACT

These three reports focus on various aspects of Butte Community College's (BCC's) partnerships with local high schools. In the first report, "The Partnership Concept," partnerships are described as formalized methods of cooperating with secondary schools and helping them be as successful with their students as possible, with the major underlying premise that if local secondary schools are successful, BCC is more apt to be successful in achieving its mission. After stating the mutually shared goals of BCC's Partnership Program, the 10 steps in the partnership process are delineated. The second report, "The Partnership in Action," describes activities conducted under the Partnership Program, including: (1) the Secondary Articulation Council; (2) college catalog and personnel directory distributed to high schools; (3) college classes taught on high school campuses; (4) new student orientation to college; (5) basic skills assessment on high school campuses; (6) facility and equipment sharing; (7) teaching exchanges; (8) joint staff development activities; (9) job shadowing; and (10) career planning workshops for high school teachers and counselors. Finally, "Highlights of the Partnership in Action" focuses on major activities undertaken during the 1989-90 school year, including counselor-to-counselor and faculty-to-faculty activities, course equivalence agreements, high school student visitations to BCC, transition to four-year college activities, student and parent surveys, and the mailing of a promotional brochure, "Consider College," to all high school seniors. (AYC)

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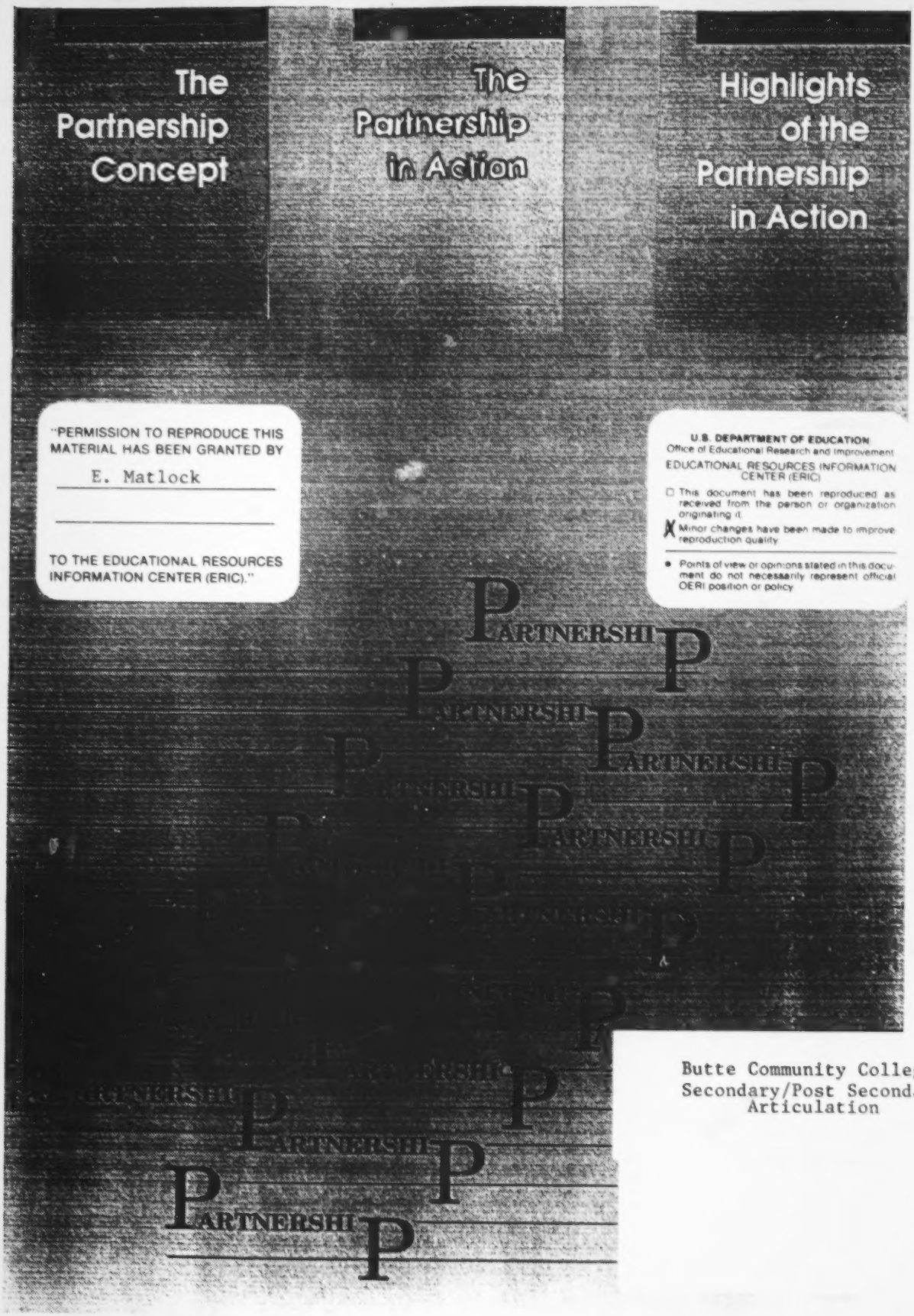
The Partnership Concept
The Partnership in Action
Highlights of the Partnership in Action
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PARTNERSHIP

Butte Community College
Secondary/Post Secondary
Articulation

JC 900 475

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The Partnership Concept

Major Premise Underlying Partnerships:

If local secondary schools (High Schools) are successful, Butte Community College is more apt to be successful in achieving its mission.

Although this premise has been recognized for years, the impact of such a premise has become much more critical to the future success of Butte College than ever before. There is a natural mutuality of interests between local secondary schools and Butte Community College. The students of the local secondary high schools become a major component of the next generation of students who will be coming to the college.

The degree that secondary schools are successful with their students will dictate in large measure how successful Butte College will be with many of the same students. Sooner or later, many of the same students will come to Butte College. Some will come to Butte College right out of high school. Others will come to Butte College as adults looking for advanced education, training/skills upgrading and/or educational enrichments. Whether sooner or later, the effects of the student's high school experience will in large measure dictate the possibilities for success in meeting his/her educational goals in college.

The Partnership Concept

The Partnership Goal:

Simply put, the goal of the college's partnerships with our secondary colleagues is:

> ***To do whatever the college can reasonably do to assist our secondary partners in being as successful with their students as is possible.***

No Level Of Education Is An Island Any Longer:

Given the magnitude of the challenges and problems facing educators at all levels, it is imperative that we pool our resources and work together to solve our mutual problems. In an era of tight budgets, it is no longer feasible for each educational level to try and be all things to all people.

The college, by virtue of its mission and location in the political and economic fabric of the county and state, has a broad spectrum of resources available. The secondary schools, by virtue of their intimate and close ties with their local communities, have a wealth of "community-based goodwill," local educational insights, and educational expertise to share with the college community.

The Partnership Concept Is Merely A More Formalized Method of Cooperating:

The college and secondary schools have been cooperating on joint ventures of mutual benefit for years. However, many joint ventures between college and high schools have been initiated on a more or less informal basis, teacher to teacher, department to department, between high schools and their college counterparts. Cooperative ventures have been initiated informally and on somewhat of an "as the need arises" basis. As a result, if the truth were known, perhaps less than optimum top level awareness, support, planning, and insufficient financial support to such joint ventures has been more of the norm.

The "Partnership Program" is a joint effort by the administrations, faculty and staff of both the college and the local high schools, to put jointly sponsored mutual assistance ventures on a front burner. In essence, to formalize and legitimize the informal, so that cooperation and mutual assistance efforts become a more routine part of the day-to-day planning and operational functioning of the college and high school administrations, faculties and staff.

We Are All In The Same Boat:

Jessie Jackson is quoted as having once said, "We came on different ships to this country, but are all in the same boat now." Likewise, it can be said that we may be working at different stages in the educational process, but we are all in the same educational boat. A more formalized Partnership Program merely enhances the probability we will be pulling more forcefully together in the same direction.

Mutually Shared Goals

The College, through the Partnership Program, will be making increasingly more directed efforts to understand the goals of the secondary schools, their problems, and to determine if and how the college may be of assistance — not as the "expert" but in a collaborative partnership between college and high school colleagues.

The college desires to assist secondary schools in achieving the secondary educational goals of:

1. ***Motivating their high school students to stay in school*** and not drop out. Encouraging high school students to take their education seriously.

2. ***Developing an understanding of the role that continued education increasingly plays in life*** after high school and of developing a sense of the importance of an educational continuum earlier in the lives of students than might now be the norm.

3. Encouraging greater numbers and proportions of high school students to entertain the notion that ***college is a logical and valuable next step after high school.***

4. ***Making sure high school students are taking courses and acquiring the skills necessary*** to lay the groundwork ***for later success in college.***

5. Actually ***seeing greater numbers and proportions of local high school students "Go On" to college and succeed.***

Once again, because high school students become Butte College students, the goals of the secondary schools are in effect Butte College's goals.

What A Real Secondary Partnership Can Accomplish!

When secondary school administrators, teachers and staff members were asked, "How could the community college be of greater assistance to you in achieving your goals?" high school personnel answered with a list of ten (10) suggestions. If the college wants to be the best partner it can be to the secondary system, there are ten (10) areas of contribution the college should address itself to in a more formalized manner. The Partnership should create a formalized and administratively sanctioned process by which:

1. ***The College Exercises Leadership and Takes The Initiative***

   The college should exercise the initiative in "championing" and providing the leadership to put "Partnershipping" with secondary schools on the front burner of "top" level administrative priorities in both the college and the high schools. This means involving the principals and top level college administrators in the "Partnership" concept and securing a top level "buy-in" to the importance of being of greater mutual assistance to each other.

   The goal should be to create a real "buy-in" by administrators, not just lip service to a good idea — a "buy-in" that will result in the commitment of scarce money and resources, time and energy to make the partnership work and produce real results for students, faculties, and staffs.

   Again, college leadership in the sense proposed here does not suggest a subordinated relationship to the college by secondary institutions. It merely suggests that the college, by virtue of location, and perhaps potentially greater

resources is the logical vortex around which to begin the initial development of partnership activities. Shared leadership becomes the goal and norm after initial start up.

2. ***Partnershipping Activities Become Part of the Daily Routine or Standard Operating Procedures***

   The responsibility for achieving partnership objectives and managing partnership functions should be specifically assigned to identified personnel on high school and college campuses. To succeed, such personnel should have sufficient access to "top" level administration as to be an effective "advocate" for the continued importance of and support needed for partnership projects and activities. Eventually, partnership activities should not be thought of as anything outside of the normal standard operating mode for both institutions.

3. ***Communication Is Improved Between The Two Levels of Education To The Degree That Greater Mutual Respect and Rapport Results***

   The Partnership should result in "specific actions" which will produce greater face-to-face communications between the administration, faculty, and staffs of the respective educational institutions. This includes the development of strategies to enhance counselor-to-counselor, faculty-to-faculty, and support-staff-to-support-staff exchanges.

4. ***Joint Review and Discussion of Curriculum Routinely Takes Place***

   Partnership activities should result in a more complete understanding of the curricular objectives of the two

levels of education. This includes a clear understanding between high school and college personnel concerning the prerequisites (courses and/or skills and competency levels required) for entry into and eventual success in college programs.

5. ***The College Helps High Schools Promote College As An Important Next Step to Students***

The Partnership should result in promotional and public relations materials and media specifically targeted toward the high school student and/or the high school student's parents. These promotional materials must then be made available to high school students, counselors and faculty.

6. ***There Is An Increased Sharing Of Commonly Needed Student Support Services Where Possible***

The college has developed a rather substantial system of student support services designed to help students both get into college and complete their educational goals. This includes pre-college orientations, career and academic counseling, financial assistance sources, basic skills assessment, skills refresher courses, tutorial assistance, study skills, remediation, ESL, job placement services, etc. To the degree possible these resources should be shared with secondary partners. Often smaller high schools are not able to afford the spectrum of student support services needed.

7. ***High Schools Are Provided Information On How Well High School Students Are Doing Once They Get To College***

   The Partnership should produce information regarding the performance of high school students once they enter college. Such reporting should not be regarded as judgmental, but as one more source of information around which joint efforts and selected changes in curricular content or teaching methodology at the college and high school might be jointly discussed.

8. ***Where Possible, Greater Sharing of Educational Resources Between Levels Occurs***

   The Partnership should look for more formal ways to share faculty and staff between high schools and the college. Avenues by which faculty and staff may more freely move back and forth between institutions should be a by-product of "Partnershipping" activities. Where feasible equipment, facilities, and overhead costs of maintenance should be shared.

   This includes the combining of resources to sponsor such activities as Career Days and Non-Traditional Career Fairs, the use of the college's television station, satellite down linking into high schools, joint membership of college and high school faculty on vocational advisory committees, etc.

9. ***Expanded Curriculum Is Made Available To High Schools Who Request It***

   The Partnership supports honoring requests for the teaching of college level courses on high school campuses. This

is especially important to small high schools who, because of the relatively small size of their teaching staffs, may not have the subject expertise needed to offer a specialized course (e.g., calculus, advanced mathematics or science, foreign languages, etc.).

10. ***Duplication of Effort Between The Two Levels Is Minimized Or Even Eliminated Where Possible***

The Partnership should create avenues by which the community college takes the initiative in identifying opportunities for advanced placement in college for high school students who come to college having already mastered subject matter or skills in high schools. The idea is to try and identify areas of the college curriculum where high school students are being asked to repeat subject matter once he/she gets to college.

Secondary Course Articulation: (2+2)

There is a process called "Secondary Course Articulation" (2+2) by which repetition and duplication of effort will be reduced. Based upon joint review of selected courses, both college and high school faculty agree that the material and/or skills have been adequately met while the student is in high school. There will be no need to have students repeat the material and/or class when they get to college. Indeed, where high school and college courses are judged to be equivalent, the high school student will be granted equivalent college course credit upon enrollment in the college.

The result is a high school student who is more highly motivated to continue his/her college education — more highly motivated because he/she can earn college credit

while in high school taking selected high school courses. When the student enters college he/she will be able to start in more advanced courses, and already have a few college courses under his/her belt. This saves time by not having the student repeat courses. There is less duplication of teaching effort. The student saves time by being able to proceed at a faster pace through the college program of his/her choice. Everyone wins.

Direct Linkages to the Four Year Colleges and Universities: (2+2+2)

The concept of a partnership between the various levels of higher education in the state of California extends from the high school through the community college and into the four year colleges and universities. The concept is called the "2+2+2" program. The program is composed of an agreement between a given high school, a local community college and a four year college or university. Negotiated agreements specify a curricular sequence for high schools students.

An agreed upon sequence of high school courses, community college courses and university courses are linked by agreements between the three levels of education to guarantee high school students a smooth transition from high school, to community college, to university. If specific requirements are met by students, the student will be guaranteed admission to the four year college or university of his/her choice. This includes guaranteed admission to the University of California as well as the California State University system.

When Partnerships Works Best

The previously mentioned partnership objectives have a high probability of being achieved when:

1. There is leadership and commitment from the top level administrations.
2. There is faculty and staff involvement.
3. There is mutual professional respect.
4. There are mutual benefits to all parties (Win/Win).
5. The process is formalized, but not bureaucratized.
6. There is open, clear and frequent face-to-face communication.
7. When everyone remembers, "Rome wasn't built in a day."
8. Ongoing accountability and responsibility are assigned.
9. There is a focus on mutual goals rather than on individual self interests and/or reasons why things cannot be done differently.

In Summary—Everyone Wins

The methods or partnership activities which can be jointly devised to make these mutually shared goals happen is limited only by the goodwill and imagination of the administrators, faculty and staffs of the high schools and colleges. The goals are clear; the commitment and resolve to achieve them will continually be the controlling factor.

The Partnership In "ACTION"

Major Premise Underlying "Partnershipping":

> ***If local secondary schools (High Schools) are successful, Butte Community College is more apt to be successful in achieving its mission.***

The Partnership Goal:

> ***To do whatever the college can reasonably do to assist our secondary partners in being as successful with their students as is possible.***

The Partnership In Action:

The following represents the combined "actions" that have, or are being taken, to achieve the goals of the secondary school partnership programs. Some of the activities have been on-going for a number of years. Other activities are relatively new, and are a direct result of a more formal approach to rendering mutual assistance.

Partnership Activities

- ***The Secondary Articulation Council***

  The college has worked with top level high school administrators in forming a Secondary Articulation Council. The objective is to formalize the ongoing contact and rapport between the executive level administrators of both the college and each respective high school.

- ***College Catalog and Personnel Directory Distributed to High Schools***

  The objective is to allow each high school staff member to locate and place direct calls to college personnel of their choice. The college personnel have electronic telephone mailboxes to store messages should the college staff member be unavailable (i.e., in class etc.).

- ***College Classes Taught On High School Campuses***

  The college will continue, upon request, to offer a spectrum of college courses at various high schools. This will allow a more complete curriculum of special interest and/or advanced subject matter courses to be taught on high school campuses.

- ***Consider College (Promotional Brochure)***

  A four color brochure entitled, "Consider College. It Can Make a Difference," is mailed to all graduating high school seniors in Butte and Glenn counties.

- ***New Student Orientation To College — To Get Off to a Good START***

  Butte College's "Student Access, Retention and Transition" (START) program provides college bound students with orientation to college life, skills assessment and curriculum placement and advising. The START program, if requested, can begin on high school campuses.

- ***Basic Student Assessment Test Results***

  The college provides on-site "Basic Skills Assessment" testing on each high school campus. This process provides high school students with an assessment of their relative level of "college readiness." From this information, plans can be developed by which high school students can bring their skills up to the competency levels needed for success in college. Follow-up data on high school student performance in college will be provided.

- ***Longitudinal College Success Measures***

  The college will provide high schools with data on how their students do over the long run while in college.

- ***Sharing of Facilities and Equipment***

  The college offers an average of 460 sections of college level courses, days and evenings, on high school campuses.

  The college has entered into joint agreements with local high schools to develop typing and computer labs for use by high school students during the day and college students during the evening.

- ***Teaching Exchanges***

  The college has worked out several programs whereby local high school teachers are on loan to the college from semester to semester to teach selected college courses.

- ***Joint Staff Development and Teacher Training Activities***

  The college offers a wide spectrum of in-service training and staff development opportunities to the college staff. Local high school teachers, administrators, and support staff are encouraged to participate in these workshops.

- ***Counselor-to Counselor Activities***

  The college counseling staff meets with their high school counterparts on a regular formalized basis to exchange information, share resources and generally develop professional rapport among themselves. Breakfast and dinner meetings are scheduled on a regular basis.

- ***Job Shadowing***

  Teams of Butte College and high school counselors will observe local occupational areas on site in the local business community. The goal is to gain a more realistic and up-to-date view of the local job market and skills demanded.

- ***Career Planning and Interest/Aptitude Assessment***

  As another secondary articulation activity, Butte College offers a comprehensive career guidance center. The Career Center is designed for Butte College students, but

many of its services are also made available to our local secondary schools in assisting their students with career planning before they get to college. (Al Renville, 894-2340 or 2350)

- ***Career Planning Workshops for High School Teachers/Counselors***

  The Career Center makes available a range of aptitude, interest and career testing instruments to local secondary schools. In addition, Butte College offers around fifty workshops a year on high school campuses. These workshops are designed to describe employment opportunities, salary trends, demographic information, job demand trends and career information to secondary students. (Al Renville, 895-2340 or 2350)

  Secondary classroom instructors may elect to participate in what is called "infusion" career planning workshops. Workshops in which secondary instructors learn how to integrate career information into their respective secondary curriculum. A "Call Back Program" is available as a resource hotline to the Career Center should secondary high school staff members need assistance.

- ***Career Van, EUREKA and SIGI PLUS***

  An innovative service available for more remote career planning activities takes the form of the College's Career Van. The van is fully outfitted, including a remote computer terminal that can access the College's computerized career planning system called EUREKA and SIGI PLUS, as well as a complete array of vocational aptitude and interest tests. (Al Renville, 895-2340 or 2350)

- ***Telecommunication Age: Electronic Articulation***

  Butte College has received a license for its own broadcast television station and has been assigned two channels, now on the air. One goal of this program is to provide televised instruction at local secondary high schools. Plans for reception discs and the installation of television monitors in selected secondary school sites are being formulated. With this new capability, Butte College, in partnership with local secondary schools, is positioned to jointly host teleconferences, broadcast national programming into the secondary schools and to produce and broadcast locally developed television programs.

  Secondary schools are invited to use the College's television channels to ACCESS local audiences of their choosing. Arrangements can be made to share televised educational materials with local secondary schools. (Bob Ellsworth, 895-2344)

- ***Special Events and Related Activities***

  In addition to the previously mentioned secondary partnershipping activities, there exists a broad range of jointly sponsored special events. The events are many and varied. They are designed to bring together Butte College administration, faculty and staff and local secondary school administrators, faculty, staff and students on joint projects of mutual value. Examples of the joint projects are:

  The Annual Vocational Education Conference: The conference is held on the Butte College campus and is funded by the local Business Industrial Educational Council. Also participating are secondary student

speakers and the Vocational and Industrial Clubs of America. The objective of the conference is to provide a forum for the promotion of the excellent secondary vocational programs conducted by our local secondary school. (Pete Holman, 895-2451)

Annual College and University Night: The event takes place at Chico Senior High School. The event is co-sponsored by California State University, Chico, Butte Community College and Chico Senior High School faculty and staff. The objective of the event is to provide a convenient opportunity for a large number of high school students to gather information on post-secondary college options.

Annual Career Day at Butte College: High school juniors and seniors are invited to meet with representatives from business, industry, agriculture, as well as four-year colleges and universities. Butte College faculty and staff are available to confer with and answer any questions secondary students might have about a particular educational program offered by Butte College. Tours are conducted of the campus and a variety of student involvement events are offered while students are on campus. (Al Renville, 895-2340)

Non-Traditional Career Day Fairs: Butte College facilities are made available to local secondary schools who desire to put on a variety of functions. The Non-Traditional Career Day Fair sponsored by local secondary schools introduces their students to a much broader range of options than students might otherwise entertain. As an example, a range of career opportunities for women in areas traditionally thought of as "not" for females is presented from time to time. (Al Renville, 895-2340)

- ***Joint-Participation on College Vocation Community-Based Advisory Committees***

  High school teachers and administrators are invited to sit on the various college vocational program "lay" community-based advisory boards and committees.

- ***Secondary Course Equivalency Articulation Agreements (2+2)***

  The college has developed policies and procedures governing the negotiation of secondary course equivalences to certain college courses. High school students may earn advanced college credit by taking selected (articulated) courses while in high school. High school students present College Credit Equivalence Request Forms upon enrollment in college, and receive credit for equivalent college course. This saves the student time and reduces duplication of teaching efforts.

- ***Direct Linkages to the Four Year College or University (2+2+2)***

  The college has negotiated agreements with selected four year college and universities — University of California, California State Universities — to guarantee a smooth, pre-planned transition from high school, to community college, to four year college or university. The student knows exactly what courses are needed in high school, community college and university to reach a pre-planned educational goal. Students are guaranteed upper division admission to the college or university (including U.C.) system if they follow the prescribed sequence.

Highlights of the Partnership "in Action"

Highlights of The Partnership "In Action" For the Year 1989-90

There is a natural mutuality of interests between local secondary schools and Butte Community College. Therefore, the college is committed to doing whatever can be reasonably done to assist the college's secondary partners in being as successful with their students as is possible. To this end, our partnerships have resulted in significant advances in the levels of cooperation between the college and the secondary high schools.

This brief summary of partnership highlights describes some of the more significant "new" or "newer" activities we have jointly shared in this last year to further our mutual goals. Each "new" activity, although seemingly small in and of itself, is beginning to combine with previous efforts to produce a rather impressive overall impact on the relationships between the college and our local partner high schools.

1. Counselor-to-Counselor Activities:

a) On the College Campus Counselor-to-Counselor Workshops

During the year, five (5) "Counselor-to-Counselor" workshop/breakfasts and one (1) dinner have been held on the college campus. The counselors from all eleven (11) of the college's feeder high schools were in attendance for each meeting. The outcome of this set of activities has been a greatly enhanced level of mutual understanding and professional rapport between the high school and college counselors.

The responses and feedback from the high school and college counselors indicate that bridges of understanding now exist that previously were only marginal. The allocation of specific units of collective time has meant the difference between superficial relationships and a newly developed sense of understanding and professional rapport.

b) On the High School Campuses

Counselor-to-Counselor Visitations

The Butte College counseling staff planned and conducted on-site visits to ten (10) high schools in the area. The visits were designed to gain a firsthand understanding of the vocational programs in each respective high school in the college's district. It seems only logical to conclude that the college will be positioned to be of much greater assistance if college personnel understand what is happening in the local high school curriculum. This On-High-School-Site Visitation program will be expanded to other educational areas or disciplines.

2. Additonal Secondary Course Equivalence Articulation Agreements:

During the year, as per the priorities assigned by the Articulation Council, the college has signed thirty-two (32) Secondary Course Articulation Agreements in nine (9) educational disciplines or areas. The curricular areas include: a) Drafting, b) Automotive Technology, c) Accounting, d) Keyboarding, e) Shorthand, f) Fashion Design, f) Child Development, g) Agriculture, and h) Electronics.

3. Faculty-to-Faculty Activities:

In addition to the numerous faculty-to-faculty meetings working out course equivalence agreements, the college sponsored an Articulation Breakfast Workshop for faculty. This included all faculty involved in course articulation at the high schools and on the college campus. The overall goals of the Partnership Concept as well as the procedural nuts and bolts of the course equivalency process were reviewed. Potential procedural problems were identified and solutions proposed. Suggestions and recommendations will go to the Articulation Council for consideration by the top level administration from each school and the college.

Suggestions were solicited from both the college faculty and the high school representatives on approaches to foster increased face-to-face meetings among all college and high school staff members. The suggestions will be brought before the Articulation Council for discussion and action.

4. On-Site High School Student Visitations to the Butte College Campus:

Fifteen (15) groups of high school students from various schools in the district visited the college campus. The program focuses on the particular college program that might be of interest to the visiting students and their teacher. Students are hosted by the college staff representing the program area of the student's specific interest. In such visits students receive specific information on their program of interest and materials to smooth their transition from high school to college.

5. Transition to Four Year College or University Activities:

a) 2+2+2 Direct Linkages to Calif. State University, Chico

The college has concluded 2+2+2 articulated transition programs for high school students in the areas of Automotive Technology and Agriculture. 2+2+2 students enroll in selected high school courses that apply to an occupational program at Butte Community College and CSU, Chico. At Butte College, students continue to study in their chosen occupational field while taking their general education transfer courses. Courses taken at Butte Community College will transfer toward a bachelor's degree at CSU, Chico. At each level students receive advanced placement based upon previous 2+2+2 work at each preceding level of education.

b) Guaranteed Admission to University of California System

Butte College has negotiated Transition Articulation Agreements with several of the University of California campuses. If a student enters Butte College, qualifies and enters into a Transition Agreement with both Butte College and the target U.C. campus, the student will be guaranteed admission as a sophomore into the U.C. of his/her choice.

6. Appointment of a Director of Vocational Education:

Because of the special characteristics of vocational education programs both on high school and college campuses, the college administration has appointed a Director of Vocational Educa-

tion. The director comes with extensive experience as a vocational teacher in the high school system as well as the community college. This expertise will serve the college and the high schools well in coordinating our programs of mutual assistance.

7. High School Student and Parent Opinion Surveys Conducted:

As part of a pilot program, opinion surveys regarding college plans and attitudes about Butte Community College were solicited from all seniors in six high schools. Similar opinion surveys were sent to the parents of the same seniors surveyed. The very positive results of the two surveys have been passed on to the administration in the respective high schools.

8. "Consider College!" Promotional Brochure Mailed to All Seniors:

In an effort to assist secondary schools encouraging greater absolute numbers and percentages of students to go on to college, a four-color brochure entitled "CONSIDER COLLEGE" was mailed to all seniors in the eleven (11) high schools.

5
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